

## A Coordinated Set of Transition Activities that Includes Assistive Technology

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Gayl Bowser  
[gaylbowser@aol.com](mailto:gaylbowser@aol.com)

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## Assistive Technology Device

- ✓ An item or piece of equipment
- ✓ Increases functional capabilities  
when used

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## Transitions: Reasons To Use AT

- ✓ Increase levels of  
independence
- ✓ Improve quality of life
- ✓ Increase productivity
- ✓ Enhance performance
- ✓ Expand educational/ and  
vocational options
- ✓ Increase success
- ✓ Reduce amount of support  
needed



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## (2) Assistive Technology Service

The term 'assistive technology service' means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

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## (34) Transition services-

- The term 'transition services' means a coordinated set of activities for a child with a disability that--

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

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## (34) Transition services

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . . "



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### Including Assistive Technology




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### AT Transition Planning in the IEP

- To meet IDEA requirements
- To ensure on-going AT use in new environments

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### Coordinated Set Of Activities

To facilitate child's movement from school to post-school activities




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### School to Post-school Activities

- Employment
- Vocational, Continuing and Adult Education
- Adult Services
- Independent Living
- Community Participation



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### After IDEA

#### IDEA Entitlement

- Required agency identification
- Required child-find
- Requires needs assessment
- Agency documentation

#### Adult Service Eligibility

- Self-identified needs for service
- Individual self-referral
- Individual must seek support services
- Individual provides documentation

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### Post Secondary Life

Youth with Disabilities		General Population
Enroll in Post-secondary prog.	45%	53%
Enroll in 4 years college	8%	29%
Likely to be working		66%
	57%	
Held jobs on average	10 mos.	15 mos.
Use checking account	46%	68%
Use credit card		50%
	28%	

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[www.qiat.org](http://www.qiat.org)

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***Transition Indicators Address:***



- Student's AT needs specifically, including roles & responsibilities of team members
- Student empowerment to participate in transition planning
- Critical importance of advocacy re: AT use
- AT requirements in receiving environment
- Individualized timeline
- Equipment, training, and funding issues

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**AT Devices After Transition**



- Device acquisition
- Transfer of technology
- Sources of funding for devices
- Sources of funding for Services

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## AT Services After Transition

- Obtain AT services
- Receive AT services
- Seek Funding for AT services



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## Coordinated Set of Activities

1. Designed to be within a results-oriented process and focused on improving the academic and functional achievement....
2. Based on the individual child's needs, taking into account strengths, preferences, and interests; and includes—

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## Includes:

- i. Instruction
- ii. Related services
- iii. Community experiences
- iv. Employment
- v. Development of employment and other post-school adult living objectives; and
- vi. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.



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## Instruction and AT

Suggested Transition Activities:

- Learn how to explain your AT use to other people.
- Independently talk with a college's Office of Disability Supports about services for students who use AT.
- Learn what protections the ADA Act and Section 508 offer to AT users.

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## QIAT Post Secondary: (QIAT-PS)

- Adapted from QIAT Transition Area
- Questions for Students to Ask
- Related Tasks for Students
- Questions for Colleges and Universities
- Related Tasks for Colleges and Universities

**[www.qiat-ps](http://www.qiat-ps)**

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## Related Services and AT

Suggested Transition Activities:

- Identify a speech-language pathologist who can help re-program the AAC device.
- Interview a vocational rehabilitation counselor (or counselor from the Commission for the Blind) to find out how to acquire a new AT device

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## Community Experiences and AT

Suggested Transition Activities:

- Order a meal using your AAC device
- Use Internet or voice output to find the days and times of a movie
- Read the newspaper online with your voice output computer

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## Employment and AT

Suggested Transition Activities:

- Participate in a job interview using your AAC device.
- Use your computer to complete a job application.
- Enroll in an apprenticeship program and use your AT in the work setting.

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## Meet Matt and Tonya



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## Post-School

### Adult Living and AT

Suggested Transition Activities:

- Use alternate computer input to file your taxes electronically
- Use your AAC device to interview a new personal care assistant
- Buy a car that works with hand controls

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## Daily Living Skills and AT

Suggested Transition Activities:

- Use environmental control to turn on the lights
- Use a voice activated cell phone to call a friend
- Use your computer to manage your finances and your checkbook

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## Functional Vocational Evaluation

Suggested Transition Activities:

- Use AAC to welcome customers to a business
- Use a Braille note-taker to take minutes of a meeting
- Participate in a meeting using real-time captioning and sign

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## Functional Vocational Evaluation



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**“First, have a definite, clear practical ideal; a goal, an objective...  
second, have the necessary means to achieve your ends...  
third, adjust all your means to that end.”**

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## Implications for Educators

- Competent AT implementation in school does not necessarily carry over to new environments.
- There are specific skills at every age that can be learned for AT transitions.
- Careful planning, quality AT services, and self-determination together maximize transitions.

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